



Hand Middle

2600 Wheat Street
Columbia, South Carolina

Grades	6-8 Middle School	
Enrollment	847 Students	
Principal	Marisa Vickers	803-343-2947
Superintendent	Dr. Percy A. Mack	803-231-7500
Board Chair	Vince Ford	803-231-7556

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Good	Average
2008	Average	Average
2007	Average	Good
2006	Average	At-Risk
2005	Good	Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

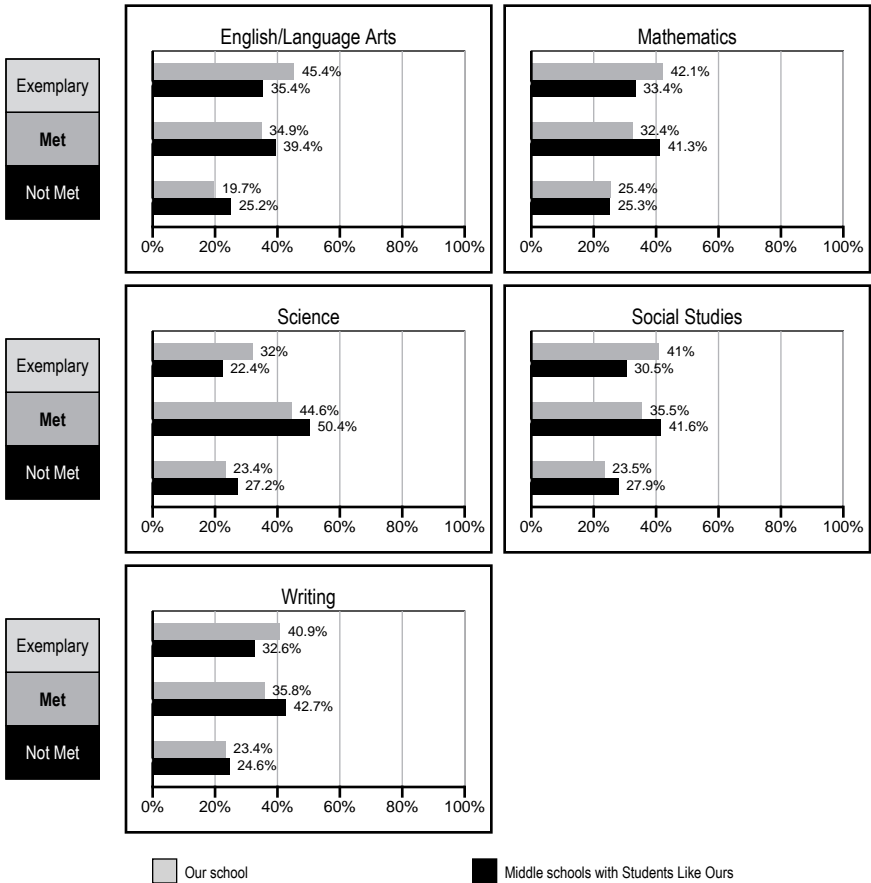
94.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
2	12	32	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	98.4%	98.4%
English 1	N/A	98.2%
Physical Science	N/A	91.9%
US History and the Constitution	N/A	N/A
All Subjects	98.4%	98.0%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n=847)				
Students enrolled in high school credit courses (grades 7 & 8)	63.4%	Down from 66.8%	25.8%	21.6%
Retention rate	0.6%	Down from 1.5%	1.1%	1.2%
Attendance rate	96.1%	Down from 96.2%	95.9%	95.9%
Eligible for gifted and talented	32.0%	Down from 33.1%	19.6%	14.8%
With disabilities other than speech	10.0%	Down from 12.2%	11.4%	12.6%
Older than usual for grade	1.1%	Down from 1.7%	1.9%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.8%	Up from 0.7%	0.8%	0.6%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n=65)				
Teachers with advanced degrees	66.2%	No Change	57.9%	56.9%
Continuing contract teachers	70.8%	Down from 72.3%	76.6%	72.7%
Teachers with emergency or provisional certificates	7.9%	Up from 5.2%	5.6%	5.3%
Teachers returning from previous year	89.6%	Up from 88.5%	84.9%	82.9%
Teacher attendance rate	95.5%	Down from 96.0%	95.1%	95.2%
Average teacher salary*	\$49,091	Up 3.8%	\$46,951	\$46,599
Professional development days/teacher	11.6 days	Down from 12.6 days	10.8 days	10.8 days
School				
Principal's years at school	7.0	Up from 6.0	3.0	3.0
Student-teacher ratio in core subjects	19.2 to 1	Up from 17.0 to 1	21.9 to 1	20.1 to 1
Prime instructional time	90.4%	Down from 90.8%	90.0%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	93.6%	Up from 91.2%	98.6%	97.8%
Character development program	Excellent	No Change	Good	Good
Dollars spent per pupil**	\$8,312	Up 17.0%	\$6,934	\$7,645
Percent of expenditures for instruction**	74.6%	No Change	64.5%	63.4%
Percent of expenditures for teacher salaries**	69.5%	Down from 71.3%	57.5%	57.0%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

Report of Principal and School Improvement Council

During 2008-09 school year, Hand Middle School had many outstanding achievements. These included 47 SC Junior Scholars, 64 Middle School Scholars, and 20 Duke TIP Scholars. Hand continues as an Exemplary Writing Hall of Fame school through the State Department of Education. On the 2008 American Mathematics Competition, a Hand student scored first place in the state. Three students were recognized as the Richland Conservation District Essay winners. Additionally, a Hand teacher was recognized as the 2009 Conservation Teacher of the Year. Hand is the home of the 2008 Richland One Teacher of the Year and finalist for State Teacher of the Year. Recognizing the school's academic achievement, Hand received the 2009 Palmetto Silver Award from the State Department of Education. Four students were accepted into the Governor's School for the Arts. At the Region II Science and Engineering Fair, six students were recognized for outstanding achievement, including the Discovery Challenge Award. Two students received the grand prize for the Richland One Visual Literacy Arts book production contest. The Comprehensive Remediation Program, the mPowered Mentoring Program, and African-American Promise provided subject-area support and assistance. Hand continued as an Arts in the Basic Curriculum site and Distinguished Arts Program school, receiving grant funding for arts instruction and integration. The band program earned the SC Band Director's Association 2008-09 Outstanding Performance Award. Single-gender classes are a choice program in the sixth and seventh grades. One hundred percent of teachers completed technology planning and strategies integrating information literacy standards. One hundred percent of the staff is highly qualified. The Hand community helped to foster success in the school. The PTO sponsored parent information sessions. The School Improvement Council (SIC) reviewed student achievement, as well as the accreditation plan including the school's mission statement and action plans. The Foundation focused efforts on planning for a school and community amphitheatre to be completed in the fall, 2009. Supporting the amphitheatre, the Foundation sponsored our gala fundraiser. The Cluster of Churches brought in volunteers and resources and supported annual school-wide Family Math and Reading Nights. The parent and community liaison provided additional assistance for student and community needs. The Student Council assisted with raising funds for Pennies for Patients. The Beta Club supported Project Pet, Earth Day clean-up, reading initiatives, and food drives. The Junior Honor Society supported community outreach initiatives including Harvest Hope Food Bank and Children's Garden. Hand was on the national forefront and a state pilot for the "Tap and Stack" program with compostable and recycling initiatives. The school dedicated our new grant-funded Carolina Fence Garden. To improve the success of all students in English language arts and math, the students participated in benchmark and the Measure of Academic Progress (MAP) testing. For students in need of additional assistance in reading and math, lab courses were offered. Challenges include increasing teacher/pupil ratios with reduced staffing in classrooms due to financial constraints, the needs of students whose families live in poverty, and the ongoing challenge of aligning instruction and assessment to the state standards. Community and parent involvement continue to support our students.

Marisa P. Vickers, Principal

Lisa A. McClain, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	67	246	90
Percent satisfied with learning environment	97.0%	84.5%	92.0%
Percent satisfied with social and physical environment	98.5%	87.4%	90.9%
Percent satisfied with school-home relations	89.6%	87.4%	88.6%

* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

School Adequate Yearly Progress

NO

This school met 19 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	3.3%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.1%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
--	-------------------------------	----------	-----------	-------	-------------	----------------------------	------------------------------	---------------------------	---------------------------	-----------------------------

English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	833	99.9	19.7	34.9	45.4	86.6	78.6	82.8	Yes	Yes
Gender										
Male	404	99.8	22.6	35.1	42.2	82	74.4	79.3	N/A	N/A
Female	429	100	17	34.7	48.4	90.8	82.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	308	100	7.1	23.1	69.8	95.3	93.7	89.5	Yes	Yes
African American	469	99.8	28	44.1	28	79.6	74.6	73.7	Yes	Yes
Asian/Pacific Islander	14	100	23.1	30.8	46.2	92.3	93.1	92.3	I/S	I/S
Hispanic	35	100	28.1	21.9	50	93.8	80.5	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	69.2	82.5	I/S	I/S
Disability Status										
Disabled	90	100	57.5	31.3	11.3	52.5	51.2	52	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	42.1	15.8	42.1	84.2	77.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	368	100	31.3	45.2	23.5	78.9	74.1	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	834	99.9	27.6	34	38.4	79.8	70.3	78.9	Yes	Yes
Gender										
Male	405	99.8	28.9	30.2	40.9	78.5	67.8	77	N/A	N/A
Female	429	100	26.4	37.4	36.2	81	72.7	80.9	N/A	N/A
Racial/Ethnic Group										
White	308	100	11.2	24.4	64.4	92.9	89.9	87.2	Yes	Yes
African American	470	99.8	40	41.9	18	69.9	64.6	66.7	Yes	Yes
Asian/Pacific Islander	14	100	23.1	15.4	61.5	92.3	94.5	93	I/S	I/S
Hispanic	35	100	18.8	28.1	53.1	81.3	79.4	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	76.9	79.5	I/S	I/S
Disability Status										
Disabled	91	100	66.3	23.8	10	46.3	36.5	45.5	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	20	100	21.1	36.8	42.1	84.2	79.7	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	369	100	42.7	39.6	17.6	69	64	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	558	99.5	23.2	44.7	32	76.8	58.1	67.5
Gender								
Male	264	99.2	23.8	38.9	37.2	76.2	57	67
Female	294	99.7	22.7	49.8	27.5	77.3	59.1	68
Racial/Ethnic Group								
White	209	100	11.2	33.5	55.3	88.8	85.9	79.5
African American	316	99.1	31.6	53.7	14.7	68.4	50.8	50.3
Asian/Pacific Islander	11	100	I/S	I/S	I/S	I/S	60.7	84.3
Hispanic	18	100	25	31.3	43.8	75	58.8	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	59	98.3	58.3	31.3	10.4	41.7	27.5	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	14	100	30.8	30.8	38.5	69.2	53.2	59.6
Socio-Economic Status								
Subsided meals	250	99.2	33.2	55.5	11.4	66.8	49.1	55.1

Social Studies

All Students	559	99.3	23.3	35.6	41.1	76.7	65.2	72.3
Gender								
Male	266	98.5	24.8	31.5	43.7	75.2	63.1	71.5
Female	293	100	22.1	39.1	38.8	77.9	67.2	73.2
Racial/Ethnic Group								
White	201	99.5	7.2	26.8	66	92.8	87.9	80.7
African American	320	99.4	34.8	42.9	22.3	65.2	59.3	60
Asian/Pacific Islander	10	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	25	96	19	28.6	52.4	81	63.5	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	72.2
Disability Status								
Disabled	53	100	48.9	40.4	10.6	51.1	36.4	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	15	100	21.4	21.4	57.1	78.6	63.6	67.9
Socio-Economic Status								
Subsided meals	248	99.2	36.6	43.5	19.9	63.4	58	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	831	99.4	23.1	35.9	41	76.9	63.9	70.2	96.1	95.9
Gender										
Male	403	99.5	29.5	33.4	37.1	70.5	55.8	63.2	95.9	95.7
Female	428	99.3	17	38.3	44.8	83	71.9	77.5	96.2	96.2
Racial/Ethnic Group										
White	307	99.4	11.1	25	63.9	88.9	86.2	79.1	96.3	96
African American	468	99.6	31.4	43.4	25.2	68.6	58	57.6	95.9	95.9
Asian/Pacific Islander	13	100	23.1	15.4	61.5	76.9	81.9	86.2	96.7	96.4
Hispanic	36	97.2	25	40.6	34.4	75	63.8	62.6	95.9	95.9
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	84.6	68.7	96.7	94
Disability Status										
Disabled	84	100	71.6	24.7	3.7	28.4	22.3	26.1	95.4	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	22	95.5	35	30	35	65	61.2	61.2	96.6	96.2
Socio-Economic Status										
Subsidized meals	365	99.5	36.7	42.4	20.9	63.3	56.7	58.9	95.2	95.7

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
--	-------	----------------------------------	----------	-----------	-------	-------------	-----------------------

English/Language Arts

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	276	100	13.9	37.1	49	86.1
	7	284	100	22.3	33.8	43.8	77.7
	8	273	99.6	22.9	33.7	43.4	77.1

Mathematics

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	276	100	22	35.1	42.9	78
	7	284	100	25.4	38.5	36.2	74.6
	8	274	99.6	35.7	28.1	36.1	64.3

Science

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	97.8	26.8	52	21.3	73.2
	7	284	100	18.1	46.9	35	81.9
	8	136	100	30.4	32.8	36.8	69.6

Social Studies

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	138	97.1	8.5	53.1	38.5	91.5
	7	284	100	30.8	26.5	42.7	69.2
	8	137	100	23.4	36.3	40.3	76.6

Writing

2009	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	275	100	19.1	43.9	37	80.9
	7	280	98.9	23	32.6	44.4	77
	8	276	99.3	27.2	31.1	41.6	72.8

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

N/C--Not Collected

N/R--Not Reported

I/S--Insufficient Sample